

Spanish I

Course Description

Level I Spanish focuses on the development of students' communicative competence in Spanish and their understanding of the culture(s) of Spanish-speaking countries. Communicative competence is divided into three strands: speaking and writing as an interactive process in which students learn to communicate with another Spanish speaker; reading and listening as a receptive process in which comprehension of Spanish texts is developed; and speaking and writing in a presentational context in which students are focused on the organization of thoughts and awareness of their audience in delivering information. In Level I Spanish classes, students learn to communicate in real-life contexts about topics that are meaningful to them. In order to develop the three areas of communicative competence, students are encouraged to use the Spanish language as much as possible. Rather than isolating grammar in a separate strand, it is integrated into instruction according to the vocabulary and structures needed in the various situations in which students are required to function. Through the language learning process, students develop an understanding of how their own language is structured and how their own culture has unique aspects. An important component of Spanish classes is the use of the Spanish language beyond the classroom in order to apply knowledge of the language in the real world. In many cases, this is accomplished through the integration of technology into the classroom. Technology is an important tool in accessing authentic information in Spanish and in providing students the opportunity to interact with native speakers of Spanish.

Person-to-Person Communication

- SI.1 The student will exchange simple spoken and written information in Spanish.
1. Use basic greetings, farewells, and expressions of courtesy both orally and in writing.
 2. Express likes and dislikes, requests, descriptions, and directions.
 3. Ask questions and provide responses based on self and familiar material, such as family members, personal belongings, school and leisure activities, time, and weather.
- SI.2 The student will demonstrate skills necessary to sustain brief oral and written exchanges in Spanish using familiar phrases and sentences.
1. Initiate, participate in, and close a brief oral or written exchange in Spanish with emphasis on the present time.
 2. Use formal and informal forms of address in familiar situations in Spanish.
 3. Use gestures and simple paraphrasing to convey and comprehend messages.

Listening and Reading for Understanding

- SI.3 The student will understand simple spoken and written Spanish based on familiar topics that are presented through a variety of media.
1. Identify the main ideas and some details when reading and listening in Spanish.
 2. Comprehend simple, culturally authentic announcements, messages, and advertisements that use familiar vocabulary and grammatical structures in Spanish.
 3. Understand simple instructions in Spanish, such as classroom procedures or basic computer terminology.

- SI.4 The student will use verbal and non-verbal cues to understand simple spoken and written messages in Spanish.
1. Differentiate among statements, questions, and exclamations.
 2. Use basic gestures, body language, and intonation to clarify the message.

Oral and Written Presentation

- SI.5 The student will present orally and in writing information in Spanish that contains a variety of familiar vocabulary, phrases, and structural patterns.
1. Present in Spanish information gathered from informal conversations, class presentations, interviews, readings, and/or a variety of media sources.
 2. Describe in Spanish basic familiar information, such as self, family members and others, events, interests, school, recreational activities, and personal belongings with emphasis on control of the present tense.
 3. Demonstrate increasing attention to accuracy in intonation and pronunciation in Spanish especially when presenting prepared material orally.
 4. Demonstrate increasing attention to accuracy in word order, punctuation, accents and other diacritical marks, and spelling when writing in Spanish.
- SI.6 The student will present rehearsed material in Spanish, including brief narratives, monologues, dialogues, poetry, and/or songs.
1. Use appropriate verbal and nonverbal techniques, such as voice inflection, gestures, and facial expression.
 2. Communicate ideas in an organized manner using appropriate visual and/or technological support.

Cultural Perspectives, Practices, and Products

- SI.7 The student will develop an awareness of perspectives, practices, and products of Spanish-speaking cultures.
1. Identify some viewpoints of Spanish-speaking cultures, such as those relating to time, education, transportation, and the role of family members.
 2. Identify some customs and traditions of Spanish-speaking cultures, such as greetings, celebrations, holiday practices, and forms of address that demonstrate politeness.
 3. Identify some historical and contemporary individuals associated with important events from Spanish-speaking cultures.
 4. Identify some products of Spanish-speaking cultures, such as natural and manufactured items, creative and fine arts, recreation and pastimes, dwellings, language, and symbols.
- SI.8 The student will recognize that perspectives, practices, and products of Spanish-speaking cultures are interrelated.
1. Recognize that Spanish-speaking cultures are shaped by viewpoints, customs/traditions, and products of speakers of Spanish, such as the concept of the extended family, a daughter's fifteenth birthday celebration, and typical foods.
 2. Identify major cities and geographical features and why they are significant in Spanish-speaking cultures.

Making Connections through Language

- SI.9 The student will recognize how information acquired in the study of Spanish and information acquired in other subjects reinforce one another.
1. Identify examples of vocabulary, phrases, proverbs, and symbols from the Spanish language that are used in other subjects.
 2. Relate content from other subject areas to topics discussed in the Spanish class, such as current events from Spanish-speaking countries or the influence of Spanish-speaking explorers and settlers on various regions of the United States.

Cultural and Linguistic Comparisons

- SI.10 The student will demonstrate an understanding of the significance of culture through comparisons between Spanish-speaking cultures and the cultures of the United States.
1. Compare patterns of behavior and interaction in the United States with those of Spanish-speaking societies.
 2. Demonstrate an awareness that social practices and personal interactions differ among cultures.
 3. Demonstrate an awareness of unique elements of the student's own culture.
- SI.11 The student will compare basic elements of the Spanish language to the English language.
1. Recognize differences in sound systems, writing systems, cognates, gender, and level-appropriate idioms.
 2. Recognize basic sound distinctions and intonation patterns and their effect on communicating meaning.

Communication across Communities

- SI.12 The student will identify situations in which Spanish language skills and cultural knowledge may be applied beyond the classroom setting for recreational, educational, and occupational purposes.
1. Identify examples of the Spanish language and the cultures of Spanish-speaking countries that are evident in and through media, entertainment, and technology.
 2. Identify resources, such as individuals and organizations accessible through the community or the Internet, that provide basic cultural information about the Spanish-speaking world.